



Course Syllabus: Course Syllabus: EDLE 5663 Community Politics and Public Relations

Gordon T. and Ellen West College of Education & Professional Studies

EDLE 5663 X40

Summer II 2025, July 7- Aug 7

Contact Information

Instructor: Stephanie Zamora Robles

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Instructor Response Policy

The best way to contact me is through email. I will usually respond within 24 hours. It could be a little longer on holidays or weekends. Please do not hesitate to contact me with any questions or concerns. I will respond via email, or we can schedule a phone call.

Textbook & Instructional Materials

- Moore, E.H., Bagin, D., & Gallagher, D.R. (2020). *The School and Community Relations*. Hoboken, NJ: Pearson.
- Bolman, L.G. & Deal, T.E. (2019). *Reframing the path to school leadership: A guide for teachers and principals* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Course Description

This course is a study of theories, techniques, and essential information school administrators must know when communicating and coping with a diverse community. The course enables administrators to develop and implement information services that facilitate communication between the school and the community, and between the community and the school. Additionally, the class provides models for dealing constructively and effectively with needs, problems, issues, and crises inherent within an educational enterprise.

Course Objectives/Learning Outcomes/Course Competencies

- To be able to collaborate with families and other community members
- To be able to respond to community interests and needs

- To be able to mobilize community resources
- To be able to understand and respond to the larger context
- To be able to influence the larger context

Principal as Instructional Leader Standards

Domain I – Competency 001

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

Domain I- Competency 002

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

D. *Ensures that parents and other members of the community are an integral part of the campus culture

Domain IV-Competency 007

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Domain IV- Competency 008

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

Domain VI- Competency 011

E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

| Assignments | Points |
|---|--------|
| Discussion Questions (4 @ 140 points each) | 400 |
| Community Inclusion in Local School Decisions | 200 |
| Community-Based Organizations | 200 |
| Community Inventory Assessment | 200 |

Table 2: Total points for final grade.

| Grade | Points |
|-------|---------------|
| A | 900 |
| B | 800 to 899 |
| C | 700 to 799 |
| D | 600 to 699 |
| F | Less than 600 |

Quizzes

There are no quizzes for this course.

Exams

There are no exams for this course.

Extra Credit

No extra credit will be given for this course.

Late Work

Late work is promoted as long as prior arrangements are made with Dr. Robles.

Important Dates

Last day for term schedule changes: July 23, 2025

Deadline to file for graduation: June 23, 2025, for August Graduation

Last Day to drop with a grade of "W:" July 23, 2025

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Regular online participation is required. Please pay careful attention to due dates. All of the reading is required.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date.** Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Inclement Weather

Fully online courses may continue as scheduled.

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.

- When referring to the ideas of others, works should be cited using the APA format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees

are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information

on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the
Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

| Week | Dates | Discussions** | Additional Assignment |
|------|---------------|---|---|
| 1 | July 7-13 | Read Part 1: Chapters 1-5, School and Community Relations, plus the corresponding chapters in Reframing the Path to School Leadership, and participate in the discussion board. | <ul style="list-style-type: none"> • Introduction post • Read syllabus and course schedule for due dates • Original post will be due on Friday, July 11th, and two other responses are due July 13th |
| 2 | July 14-20 | Read Part 2: Chapters 6-10 plus the corresponding chapters in Reframing the Path to School Leadership and participate in the discussion board. | <ul style="list-style-type: none"> • No additional assignment this week • Original post will be due on Friday, July 18th and two other responses are due July 20th |
| 3 | July 21-27 | Read Part 3: Chapters 11-14 plus the corresponding chapters in Reframing the Path to School Leadership and participate in the discussion board. | <ul style="list-style-type: none"> • Original post will be due on Friday, July 25th and two other responses are due July 27th • Community inclusion in local decisions Due July 27 |
| 4 | July 28-Aug 3 | Read Part 4: Chapter 15 plus the corresponding chapters in Reframing the Path to School Leadership and participate in the discussion board. | <ul style="list-style-type: none"> • Original post will be due on Friday, Aug 1st and two other responses are due Aug 3rd • Community-based organizations Assignment Due Aug 3 |
| 5 | August 4-7 | No discussion this week | <ul style="list-style-type: none"> • Community Inventory Project Assignment Due Aug 7 |

References/Scientifically-Based Research/Additional Readings:

Bambrick-Santoyo, P. (2013). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass

Hiatt, J. M. (2006). *ADKAR: A Model for Change in Business, Government and Community: How to Implement Successful Change in Our Personal Lives and Professional Careers*. Fort Collins: Prosci Learning Center Publications

Kotter, J.P. (2012). *Leading Change*. Boston: Harvard Business Review Press

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed., McGraw-Hill

Appendix A: Standards/Competencies

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|---|---|
| To be able to collaborate with families and other community members | Competency 1 Competency 2 |
| To be able to respond to community interests and needs | Competency 2 Competency 8 |
| To be able to mobilize community resources | Competency 2 Competency 7 |
| To be able to understand and respond to the larger context | Competency 8 Competency 11 |
| To be able to influence the larger context | Competency 1 Competency 2 Competency 7 Competency 11 |

Appendix B:

| Assignment/Module/ Course Activities | Standard or Competency |
|---|---|
| Discussions | Competency 1 Competency 2 Competency 7 Competency 8 Competency 11 |
| Reflective Questions | Competency 1 Competency 2 Competency 7 Competency 8 Competency 11 |
| Community Inclusion in Local School Decisions | Competency 1 Competency 7 Competency 8 |
| Community-Based Organizations | Competency 8 Competency 11 |
| Community Inventory Assignment | Competency 2 Competency 7 Competency 8 |